# Seventh Grade ELA CCGPS Frameworks - Unit 1

## Framework Title: A Hero’s Journey

## Grade Level: 7th Grade

## Course: ELA

## Approximate Duration: 6 weeks

## Overview of the unit

This unit will focus on comparing and contrasting, argumentative writing, close reading, analyzing text through text-dependent questions, and citing evidence to promote critical thinking. To accomplish this, students will read an extended text where they examine how the protagonist does or does not represent a hero. While the extended text is left up to the teacher to choose, several shorter texts are offered to create a context for thinking about heroism. Throughout the unit students will look at the characters in the extended text differently based on what they learn from the supplementary texts listed. In the summative assessment, students will be asked to apply and synthesize their ideas about heroism in a careful analysis of the extended text.

*This unit is intended to encompass a six-week time period. If a teacher needs more time to explore the extended text and complete the appropriate instructional text-based activities, time is allowed. If a teacher completes the unit, a science fiction research-based mini-unit is suggested. In addition, the extended texts which follow are intended to only be samples and can easily be substituted based on teacher/student need and purpose as long as the extended text remains focused on a hero's journey.*

## Learning targets

* I can use information from what I have read or seen to support my claims.
* I can write an argumentative essay which uses specific evidence from what I have read and seen to support my claim.
* The sentences and paragraphs in my essay clearly express my ideas.
* I can write informational responses based on issues and prompts discussed in class.
* I can write sentences, paragraphs, and essays that show that I understand how differing sentence structures can be used to show relationships between ideas.

**Summative (Performance-based) Assessment**

Argumentative essay -- Students will create an extended response based on the following prompt: From what you have learned about the characteristics of a hero, reflect on (the main character from the extended text) and defend whether or not (he/she) is a true hero based on those characteristics. Be sure to cite a minimum of three pieces of evidence from the text to support your claim. Note: Student annotations from the reading of the text should be used to complete this task. (Suggested rubric attached as Gr7, Resource B**)**

**Skill Building Instructional Tasks**

**Lesson 1-** What is a Hero? (Duration 2 Classes)

**Target(s) and Standard(s):**

* I can use information from what I have read or seen to support my claims.

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Instruction**

Following a mini-lesson on note taking using an academic style (Cornell, double-entry, etc.), students will begin a notebook to be used for annotations as they read and view information on heroes. Suggested annotation sources for teacher background knowledge:

(1) <http://tracybecker.files.wordpress.com/2011/01/mini-lesson-annotation.doc>

(2) <http://www.youtube.com/watch?v=IzrWOj0gWHU>

Teacher will model the note taking style based on a hero picture book.

Using the Ted Talk video on “What is a Hero,” students will annotate and add to notebook. Discuss how heroes originated through mythology to current day.<http://www.youtube.com/watch?v=Hhk4N9A0oCA>,<http://voices.yahoo.com/an-overview-greek-mythology-1376407.html?cat=37><http://www.pbs.org/opb/thenewheroes/teachers/>

Share background information on selected extended text and author (video, PowerPoint /Webquest, etc.) Supplement with non-fiction text regarding extended text (articles about the author, literary critiques, book reviews, etc). Refer to links in resources section of unit plan.

**Lesson 2 –** The Journey Begins (Duration 1 class)

**Target(s) and Standard(s):**

* I can use information from what I have read or seen to support my claims.

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text

says explicitly as well as inferences drawn from the text.

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Instruction:**

Review note taking strategies. Provide a brief overview of the kinds of evidence students should be looking for in the text.

Begin reading the extended text. The suggested pacing of the reading is 1-2 chapters per class period on average. Teachers will need to modify pacing based on the selected text and specific school situations. Students can be expected to read at home if the text is accessible enough to read independently.

The teacher should continue to model whichever annotation strategies were chosen and monitor that all students are using it. Teacher may want to periodically collect texts, rotate through the class, or use a different strategy to check for understanding.

Differentiation: For students who struggle with the chosen annotation strategy, the teacher can provide options for alternatives.

**Lesson 3** – How do I introduce a topic clearly?

**Target(s) and Standard(s):**

* I can use information from what I have read or seen to support my claims.

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

* I can write an argumentative essay which uses specific evidence from what I have read and seen to support my claim

ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

**Instruction:**

Continue with extended text and annotations based on previous progress in class reading.

Lead students through a discussion of the extended text using text based question. See examples of text based questions that have been vetted at: <http://achievethecore.org/ela-literacy-common-core/sample-lessons/close-reading-exemplars/>. Additional sample questions for an extended text can be found in Gr7, ResourceC.

Teach a Mini-lesson on how to introduce a topic properly when writing an essay. Other resources on writing an introductory paragraph: <http://www.youtube.com/watch?v=_tv2-lXHfAI>, <http://grammar.ccc.commnet.edu/grammar/intros.htm>.

Using the skills developed above, students complete a brief writing assignment on the qualities of a hero. Students use text to identify the qualities of a hero. (Example: Chose a hero in history. Read about him/her and list in your journal his/her heroic qualities. Explain how this person exemplifies heroic qualities as seen in Tedtalk video in Lesson 1. The teacher should look closely at the quality of the students’ introduction paragraph as a formative assessment of what was taught in the mini-lesson. Students may choose activities from the “Hero’s Journey Menu” (Gr7, Resource A) which serve as a formative assessment.

**Lesson 4** – The Hero with a Thousand Faces (Duration 3 classes)

**Targets and Standards:**

* I can use information from what I have read or seen to support my claims.

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Instruction**

Continue with extended text and annotations based on previous progress in class reading.

Share PowerPoint on Joseph Campbell and his seminal work on archetypes in *The Hero with a Thousand Faces*:

<http://www.bing.com/search?q=joseph+campbell+archetype+powerpoint&form=MSNH14&qs=n&sk=&sc=0-25&pc=Z129>.

Before viewing the Power Point, provide explicit instruction archetypes. Supplement the PowerPoint with a link to or hard copy of Chapters 1-3 of *The Hero with a Thousand Faces*  <http://www.amazon.com/Thousand-Faces-Collected-Joseph-Campbell/dp/1577315936>.

Have students take notes and become familiar with the concept of archetypes and several specific archetypal representations (see graphic organizer).<http://www.edrawsoft.com/Circular-Arrow-Diagram.php>

As students take notes, they will think about how these various archetypal representations relate to characters and events throughout history (myths, legends, true events, etc.).

Create a chart (whole group/pairs/independently) of a hero’s journey as he/she experience different changes. (Use Joseph Campbell resources).

**Lesson 5** – English According to Ferrell (Duration: 2 classes)

**Target(s) and Standard(s)**:

* I can use information from what I have read or seen to support my claims.

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.;

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

* The sentences and paragraphs in my essay clearly express my ideas.

ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

* I can write sentences, paragraphs, and essays that show that I understand how differing sentence structures can be used to show relationships between ideas.

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**Instruction**

Continue with extended text and annotations based on previous progress in class reading.

Teach mini-lessons on phrases and clauses. Suggestions: (1) Daily openers on a specific aspect of the standard, such as why the author used phrases and clauses in specific situation and (2) Use of specific sentence structures to create relationships between ideas.

Recall prior knowledge of figurative language (preparation for poetry study). Resource: Will Ferrell and figurative language.<http://www.youtube.com/watch?v=L3HJ1brXr6s>

Use discussion of syntax to review phrase, clause, and sentence structure/fluency. The focus should be on how specific sentence structures are used to create relationships between ideas. Ask the following questions: How would students describe the author’s syntactic style? Does he/she use long or short sentences? How are they composed? What effect does their structure have on the reader?)

Take questions from students on their progress in annotating their reading and viewing.

Review or teach protagonist and antagonist. Then students will view the Ted Talk about the anti-hero (<http://ed.ted.com/lessons/an-anti-hero-of-one-s-own-tim-adams>) and make annotations about the presented definition and characteristics of an anti-hero. Students will choose a character from the extended text or one of the previously discussed supplemental texts and present an oral argument (perhaps in a mock trial) that the character is represented as an anti-hero, rather than a hero.

Using the extended text as a guide, students will compose a narrative featuring a main character that clearly exhibits the characteristics of either a hero or an anti-hero. This will be a formative assessment of whether students were able to effectively take notes and comprehend the video lessons on language. Also, students identify types of sentences in their own writing. This will be a formative assessment for the language targets.

Differentiation: For those who do poorly on this assessment, they can view the video again using a different note taking strategy, write an explanatory paragraph(s) about anti-heroes in their extended texts, respond to another text with an anti-hero to write about.

**Lesson 6** – The Hero in Verse (Duration: 3 classes)

**Target(s) and Standard(s)**:

* I can use information from what I have read or seen to support my claims about what makes a hero and whether a specific character fits my understanding of a hero ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.;

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* I can write informational responses based on issues and prompts discussed in class. ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Instruction**

Mini-lesson: How to create a constructed response. The lesson should include modeling, guided practice, and independent practice. Suggested resources:<http://www.readingrockets.org/blog/55747/>

The teacher will need to model applying the annotation strategies to poetry before asking the students to do it themselves. Before and during reading, teachers should pose the types of text-based questions used earlier:<http://achievethecore.org/ela-literacy-common-core/sample-lessons/close-reading-exemplars/>.

Read and annotate *Charge of the Light Brigade* by Tennyson<http://www.nationalcenter.org/ChargeoftheLightBrigade.html> . Annotations should include interpretation of the poem, figurative language, and examples of Tennyson’s portrayal of the hero.

Read and annotate *True Hero* by Jenny Watson <http://www.elfwood.com/~jeniwatson/Poem-True-Hero.3394794.html>

Annotations should include interpretation of the poem, figurative language, and examples of Watson’s portrayal of the hero.

Students will construct an informational response drawing on evidence from the texts to compare and contrast Tennyson’s “The Charge of the Light Brigade” (<http://www.nationalcenter.org/ChargeoftheLightBrigade.html> ) with “True Hero,” by Jenny Watson (<http://www.elfwood.com/~jeniwatson/Poem-True-Hero.3394794.html>) demonstrating the differences in how the two authors portray a hero or heroes. This constructed response will function as a formative assessment.

Differentiation: Students who struggle with the constructed response can be given two different poems they are more familiar with, perhaps poems they studied the previous year. If they struggle with the writing, they can write about just one poem at a time before writing the comparison essay.

## Lesson 7 – A Hero Lies in You (Duration: 3 classes).

## Target(s) and Standard(s):

## I can use information from what I have read or seen to support my claims about what makes a hero and whether a specific character fits my understanding of a hero ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.;

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

* I can write sentences, paragraphs, and essays that show that I understand how differing sentence structures can be used to show relationships between ideas.

ELACC7L1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

## 

**Instruction**

Continue with extended text and annotations based on previous progress in class reading.

## Update Campbell’s *Hero’s Journey* graphic organizer (see Lesson 4) to coincide with where students are in the class-annotated extended text.

## Using the website “Teen Ink” http://teenink.com/nonfiction/heroes/, have students read non-fiction articles by other students. Identify sentence types and structure within the article itself.

## Mariah Carey’s “A Hero Lies in You”. Video:<https://www.youtube.com/watch?v=Qci0VCZp70E> Lyrics:<http://www.metrolyrics.com/hero-lyrics-mariah-carey.html>

## Suggested discussion questions:

## How does the author use figurative language to present an image of a hero?

## What conclusion about the song writer’s views of heroes can be drawn from the lyrics?

## 

## “Superman” by Five for Fighting<http://www.metrolyrics.com/superman-lyrics-five-for-fighting.html>

## Suggested discussion questions

## Who is the speaker in this song? How did you determine this? Cite evidence.

* What does this song have to say about being a hero? Cite evidence.

## What tone does the speaker convey? Cite evidence.

## Does being a hero sometimes make a hero isolated? Cite evidence.

## Why does this particular hero feel isolated? Cite evidence.

## 

## Students will write a short response based on the two songs (one day)

## Response should include:

## What types of figurative language can you find in both songs? Cite the line(s).

## What hero characteristics can be found in both songs? Cite the line(s).

## How does the music affect the message of the song(s) or does it?

## 

## Present the meaning of each line or phrase, citing textual evidence to defend the inference:

## “He’ll bite the hand that feeds him soon as he gets enough to eat.”

## “But now we all got a debt to pay.”

## “You gave your love to see in fields of red and autumn brown.”

## “…you held me in the light you gave.”

## 

## Additionally, students will use complex, compound, and complex compound sentences. They will be asked to identify these sentences when they hand it in.

## 

## Using Internet resources, students locate the lyrics to a song that portrays one of the main characters in the extended text. Students write paragraphs that explain why these lyrics represent the character. The paragraph must contain a variety of sentence structures (labeled) and quotes from the book to support their claim.

## Based on the reading and annotation of an extended text, students will compare the extended text to other resources read or viewed in previous weeks to analyze the main character’s qualities to determine if the character is a true hero. Students will then participate in the Four Corners Activity (<http://teaching-tips-machine.com/blog/critical-thinking-lesson-plans-four-corners-debate/>) to determine the extent to which the main character/protagonist is a hero. In a classroom debate, students will defend their choice using evidence from the texts/resources.

## Lesson 8 – Rikki Tikki Tavi (Duration: 3 classes).

## Target(s) and Standard(s):

## I can use information from what I have read or seen to support my claims about what makes a hero and whether a specific character fits my understanding of a hero ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.;

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

* I can write informational responses based on issues and prompts discussed in class ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## 

## Instruction

## Continue with extended text and annotations based on previous progress in class reading.

## Students will read and/or view a selection near the end of Kipling’s *Rikki Tikki Tavi* that presents the struggle between Rikki and Nagina in the snake hole (<http://www.cs.cmu.edu/~mongoose/rtt.html>,<http://www.youtube.com/watch?v=tuwNCgOYtnw>). In an informational constructed response, students will make an inference about what happens to Nagina and how Rikki emerges as a hero. This requires identifying what is implicit in the text.

## 

## Lesson 9 – A Portrait of a Hero (Duration: 5 class periods).

## Target(s) and Standard(s):

## I can use information from what I have read or seen to support my claims about what makes a hero and whether a specific character fits my understanding of a hero ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.;

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## I can write informational responses based on issues and prompts discussed in class ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## 

## Instruction

## Continue with extended text and annotations based on previous progress in class reading. Note: Reading of extended text should be completed by the end of this lesson.

## 

## The teacher will do a short compare/contrast mini lesson. Teachers may get some ideas from this lesson: http://www.polkfl.net/staff/teachers/reading/documents/AugustFOCUSCalendarElem.pdf

## Students will complete a close reading of two *New York Times* articles (suggested close reading resource):<http://wwwatanabe.blogspot.com/2013/04/close-read-complex-text-and-annotate.html>): “Japan Was Attacked”<http://www.eastconn.org/tah/1112KW4_PearlHarborlesson.pdf> and “USA Attacked”<http://www.eastconn.org/tah/1112KW4_PearlHarborlesson.pdf>

## 

## Suggested close reading procedures: (Over the course of three days)

## Step 1: Have the students read both articles.

## Step 2: Students will note any unknown vocabulary and confusing sentences.

## Step 3: Teacher will answer questions regarding vocabulary and sentences.

## Step 4: Teacher will read article out loud while students follow along.

## Step 5: Teacher will re-read the articles with the students on day two.

## Step 6: Teacher will review tier two vocabulary.

## Step 7: Students will work in groups to cite textual evidence: Text-Self (How does the text connect to you personally); Text-Text (How does the text connect to another text previously read); Text-World (Ask an open-ended-ended question from the text and have students make world connections).

## 

## Suggested text-dependent questions:

* Why did President Roosevelt and President Wilson respond differently to the threat of war?
* Why might this war take a long time?
* Why was there nowhere safe to hide when the twin towers were hit with planes?
* How did the onlooker compare Vietnam to the 9-11 attack?
* How can words be “inadequate vessels?”

## 

## Students will complete a compare and contrast constructed response (suggested for following class period).

## Note: Students may need instruction on how to use the assigned graphic organizer. Students will use an appropriate graphic organizer (such as a Double Bubble Diagram) to compare and contrast both articles.

## How are the articles similar?

## How are the articles different?

## What can conclusions can you draw based on your comparison of these articles?

## 

## Possible embedded mini-lessons: text structure, sentence structure, grammar, figurative language, etc.

## 

## Lesson 10 – Showing off (Duration 3 Classes).

## Target(s) and Standard(s):

## I can use information from what I have read or seen to support my claims about what makes a hero and whether a specific character fits my understanding of a hero ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.;

ELACC7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## I can write an argumentative essay which uses specific evidence from what I have read and seen to support my claim.

ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

* The sentences and paragraphs in my essay clearly express my ideas.

ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## 

## Instruction

## Students will complete the summative assessment:

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## Argumentative essay -- Students will create an extended response based on the following prompt: From what you have learned about the characteristics of a hero, reflect on (the main character from the extended text) and defend whether or not (he/she) is a true hero based on those characteristics. Be sure to cite a minimum of three pieces of evidence from the text to support your claim. Note: student annotations from the reading of the text should be used to complete this task.

## 

## Possible Unit Extension: Science Fiction

## This unit extension would allow teachers an opportunity to bridge fantasy and science fiction genres over a period of five to ten classes.

## Some suggested resources are:

* “Why do We Read Science-Fiction?” Carol Pinchefsky (essay) <http://intergalacticmedicineshow.com/cgi-bin/mag.cgi?article=012&do=columns&vol=carol_pinchefsky>
* “Why We Love Science Fiction,” Schuyler R, Thorpe (essay) <http://schuylerthorpe.wordpress.com/2011/01/08/why-we-love-science-fiction/>

<http://www.ele.uri.edu/faculty/vetter/Other-stuff/The-Shoddy-Lands.pdf>

## 

## Author comparison study on Ray Bradbury

## *History of the Science Fiction Genre*

## *The Science Fiction Omnico*

## *Science Fiction Resource Guide*

## <http://andromede.rutgers.edu/~hbf/sfhist.html>

## 

## Resources

Suggested Extended Text(s)

* *The Hobbit* J.R.R. Tolkien
* *Eragon* Christopher Paolini
* *A Wrinkle in Time* Madeline L’Engle
* *The Lion, the Witch and The Wardrobe* C.S. Lewis
* *Harry Potter and the Sorcerer’s Stone* J.K. Rowling
* *The Lightning Thief* Rick Riordan

Poems**:**

* “Charge of the Light Brigade” Alfred Lord Tennyson

<http://www.nationalcenter.org/ChargeoftheLightBrigade.html>

* “Hero” Jenny Watson

<http://www.elfwood.com/~jeniwatson/Poem-True-Hero.3394794.html>

Companion Books**:**

* *The Hero with a Thousand Faces* Joseph Campbell
* *The Hero with a Thousand Faces* Quotes

<http://www.goodreads.com/work/quotes/971054-the-hero-with-a-thousand-faces>

Songs:

* “A Hero Lies in You” Mariah Carey

<https://www.youtube.com/watch?v=Qci0VCZp70E>

* “A Hero Lies in You” Lyrics

<http://www.metrolyrics.com/hero-lyrics-mariah-carey.html>

* “Superman” Five for Fighting

<https://www.youtube.com/watch?v=GRz4FY0ZcwI>

* “Pearl Harbor Blues” Doctor Clayton

<https://www.youtube.com/watch?v=euYfZ81gMCY>

* “Into the Fire” Bruce Springsteen

<https://www.youtube.com/watch?v=PKuRGt7LnzU>

Short Stories**:**

* “Rikki-Tikki Tavi” Rudyard Kipling

<http://www.cs.cmu.edu/~mongoose/rtt.html>

* “Rikki-Tikki-Tavi” Video

<http://www.youtube.com/watch?v=tuwNCgOYtnw>

Informational Texts

* Teen Inc. Articles

<http://www.teenink.com/>

* “Today’s Best Hero Articles” <http://teenink.com/nonfiction/heroes/>
* *The New York Times*: “Japan Was Attacked” (Pearl Harbor)

<http://www.eastconn.org/tah/1112KW4_PearlHarborlesson.pdf>

* *The New York Times*: “USA Attacked” (9-11)

<http://www.eastconn.org/tah/1112KW4_PearlHarborlesson.pdf>

* J.R.R. Tolkien: A Biographical Sketch

<http://www.tolkiensociety.org/tolkien/biography.html>

* Christopher Paolini Biography

<http://www.fantasy-fan.org/christopher_paolini>

* Madeline L’Engle Biography

<http://www.madeleinelengle.com/madeleine-lengle/>

* C.S. Lewis Biography

<http://www.cslewis.com/about.aspx>

* Suzanne Collins Biography

<http://suzannecollins.org/biography/>

* J.K. Rowling Biography

<http://www.scholastic.com/teachers/contributor/j-k-rowling>

* Rick Riordan Biography

<http://www.scholastic.com/teachers/contributor/rick-riordan>

Other Resources

* Annotations

<http://tracybecker.files.wordpress.com/2011/01/mini-lesson-annotation.doc>

<http://www.youtube.com/watch?v=IzrWOj0gWHU>

* Constructed Responses

<http://www.readingrockets.org/blog/55747/>

* Greek and Latin Roots

<http://talibiddeenjr.files.wordpress.com/2009/04/la_roots-resource-pack.pdf>

* Close Reading

<http://wwwatanabe.blogspot.com/2013/04/close-read-complex-text-and-annotate.html>

<http://2.bp.blogspot.com/-6B_Huu-Be9w/UVamfL0ZJ5I/AAAAAAAAA84/Tg65f77fh2I/s1600/Close+Read.jpeg>

<http://2.bp.blogspot.com/-hJtgCTF96g8/UVaUFVhYaII/AAAAAAAAA8o/ebszvm4H07s/s1600/Read+with+a+Pen+--+Primary.jpeg>

<http://1.bp.blogspot.com/-a3DI9o9YowA/UVnL2C7ydXI/AAAAAAAAA-g/Fsb-lAsblJw/s1600/Text-dependent+questions.jpeg>

* Ted Video on Heroes

<http://www.youtube.com/watch?v=Hhk4N9A0oCA>

* CNN Videos/Essays on CNN Heroes

<http://www.cnn.com/SPECIALS/cnn.heroes/archive12/index.html>

[www.myhero.com](http://www.myhero.com)

[www.superherodb.com](http://www.superherodb.com)

<http://www.pbs.org/opb/thenewheroes/teachers/>

* An overview of Greek Mythology

<http://voices.yahoo.com/an-overview-greek-mythology-1376407.html>

* Figurative Language with Will Ferrell

<http://www.youtube.com/watch?v=L3HJ1brXr6s>

* Hero’s Journey Circular Flow Map Graphic Organizer

<http://www.edrawsoft.com/Circular-Arrow-Diagram.php>

* An Anti-Hero of One’s Own by Tim Adams

<http://www.youtube.com/watch?v=MEjgDeSnBMs>

* Pearl Harbor Picture

<http://www.archives.gov/publications/prologue/2004/winter/images/pearl-harbor.jpg>

* 9-11 Picture

<http://www.examiner.com/article/a-teacher-reflects-on-september-11>

**Gr7, Resource A**

**A Hero’s Journey Menu - Formative Assessment**

Choose \_\_\_\_\_\_ formative activities from the menu

|  |  |
| --- | --- |
| **A.**  Create a Hero’s Resume – Your hero is seeking a job. Write a resume to include an objective, education, experience, and any other information that may “sell” your hero into a job. | **B.**  Create a Glogster – Include a minimum of ten things you have learned about a hero. Include a minimum of five facts about your CNN hero. Include your citations. |
| **C. .** Create a playlist for the extended text you have read – Choose one song for the beginning, one for the middle, and one for the end. Choose one more song which captures the theme of your extended text. Write a paragraph for each song selected, citing textual evidence for each of the four songs, as to why you chose that song. Submit your playlist and paragraphs through a Google Site, a CD, or a flash drive. | **D. .** Create an action packed movie/video using Animoto, iMovie, or something similar – Shoot a movie of your favorite scene from your extended text. You may work with a partner on this project. |
| **E. .** Create a Facebook page for your CNN hero – Include your hero’s name, picture, birthday, relationship status, a minimum of two status updates, a minimum of four wall posts from friends (fellow heroes),at least three groups, at least one fan page, at least five interests, at least three favorite books, and at least five types of favorite music. | **F. .** Create a comic strip story board – Create an eight frame storyboard. Using your CNN hero, depict their heroic action through a series of eight frames. Be sure to include onomatopoeia in at least four of your story frames. |

I have chosen activities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Gr7, Resource B**

**Summative Assessment Rubric**

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| --- | --- |
| **Score** | **Response Features** |
| 1. **Point** | * Valid claims from the text supporting the ideas that the main character is a hero * Evidence from the text to support the claim that the main character has characteristics of a hero * Relevant facts, concrete details, and information supporting the idea that the main character exemplifies the characteristic of a hero * Sufficient facts, definitions, concrete details and information from the text to support the claim that the main character is a true hero * The response is well organized with a solid introduction and smooth transitions throughout, which link reasons and evidence logically. * The response demonstrates a general command of the conventions of standard English |
| **1 Point** | * Some relevant facts, definitions, concrete details and/or information supporting the idea that the main character exemplifies the characteristics of a hero * Some relevant facts, definitions, details, and information from the text to support the claim that the main character is a hero * The response has some sort of organization, but there may be lapses. The response includes an introduction, but the introduction may be weak. * The transitions may not link the ideas logically or the paper uses trite transitional words. * The response demonstrates a weak or inconsistent command of the conventions of standard English |
| **0 Point** | * The response does not include any evidence that the main character is a hero * The information supporting the idea that the main character is a hero may be inaccurate * No response * A response that is unintelligible or indecipherable |

**Gr 7, Resource C**

Note: Refer to Achieve the Core at<http://www.achievethecore.org/ela-literacy-common-core/sample-lessons/close-reading-exemplars/> for common core close reading sample lessons and Douglas Fisher and Nancy Frey’s article titled “Text-Dependent Questions” at <http://www.fisherandfrey.com/_admin/_filemanager/File/Text_Dependent.pdf> for guidance with sample questions regarding the progression of text-dependent questions (as reflected below from a sample extended text).

Sample Text-Based Questions from *The Hobbit*

General Understanding:

1. What changed Bilbo's mind about the adventure?

2. Why didn't Bilbo find the note which the dwarves had left for him until Gandalf appeared?

3. What does the magic ring do when the character put it on?

Key Details

1. How does Bilbo feel about leaving the shire?

2. Explain how Bilbo’s feeling about the adventure was a contrast to the day before

Vocabulary & Text Structure:

1. How is Bilbo’s resurrection on his return home a figurative one?

2. Based on what Bilbo finds on his return, how can this symbolic for purification?

Author’s purpose:

1. What effect does the “hobbit language” have on the story? Why do you think Tolkien did this?
2. Analyze the author's view, "I should not have liked to have been in Mr. Baggins' place."

Explain what he meant. How would you have felt in the hobbit's place -- lost in the dark, and trotting into ice cold water?

Inferences:

1. Describe Bilbo Baggins reaction to the plan of the dwarves. Infer as to why Bilbo reacts in this manner. Provide textual evidence to support your answer.
2. Determine and explain if Bilbo proved to be a good burglar in his attempt to pick the pocket of the troll. Provide evidence from the text that supports your answer.
3. Make an analysis of the reason why Gandalf left the adventurers. Make an inference if it was of much comfort to the dwarves to have the hobbit help them instead of having the wizard with them. Provide evidence from the text.